2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 13 PM 1:25 DOCUMENT CONTROL CTR DISCRETIONARY GRANTS
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #
Rio Grande City Consolidated ISD		**214-901**			

Vendor ID #	ESC Region #	US Congressional District #		DUNS #
746003668	**1**	**028**		**8005413640000**

Mailing address	City	State	ZIP Code
1 S Ft Ringgold	**Rio Grande City**	**TX**	**78582-4701**

Primary Contact

First name	M.I.	Last name	Title
Vilma		**Garza**	**Asst. Superintendent for C&I**
Telephone #	Email address		FAX #
956-716-	**vgarza@rgccisd.org**		**956-716-6744**

Secondary Contact

First name	M.I.	Last name	Title
Paul	**M**	**Doyno**	**Director for Ed. Opportunities**
Telephone #	Email address		FAX #
956-716-6375	**pmdoyno@rgccisd.org**		**956-716-6697**

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Roel	**A**	**Gonzalez**	**Superintendent of Schools**
Telephone #	Email address		FAX #
956-716-6702	**rgonzalez@rgccisd.org**		**956-487-8506**

Signature (blue ink preferred)

Date signed: **May 12, 2014**

Only the legally responsible party may sign this application.

701-14-107-218

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Rio Grande City Consolidated Independent School District (RGCCISD) is located in Starr County, in deep South Texas, right on the Texas-Mexico Border between Brownsville and Laredo, amidst the chaos and mayhem of the Mexican drug cartel violence, the dire poverty of the area, and the inherent illiteracy of the immigrants—both legal and illegal. While, in mythological fashion, like a phoenix rising from the ashes, the RGCCISD has grown and improved throughout the years to provide an answer for children to rise out of their circumstance through a well-rounded education, Starr County is one of the poorest in the nation with a per capita income of $12,971 according to FedStats. The District facilitates the learning of the student populations of Rio Grande City and 37 surrounding communities. Within its span of an area of approximately 400 square miles, these communities have remained limited in economic growth due to its isolation and geographical factors. It consists of 9 elementary campuses, 3 middle schools, and 2 high schools. Currently, the District is planning the opening of an Early College High School, and GT Magnet Elementary and GT Magnet Middle Schools by Fall of 2014. Approximately 96% of the students come from economically disadvantaged homes, and are considered At risk. Further, because of its proximity to Mexico (approximately 3 miles), the District espouses a 99.6% (10,915) Hispanic populace of the 10,962 enrolled. Limited English Proficient students account for 57.83% of the total current population, with the higher concentrations in the elementary grades. Although the district is growing with approximately 1,100 students annually (due to the high influx of new students from Mexico), budgetary constraints imposed by requisite building and instructional costs prevent schools from providing the extra measures to ensure students academic success.

RGCCISD recognizes that technology is reshaping the way students learn, and literacy instruction should reflect those changes. Unfortunately, many of our students do not have adequate access to this technology. The district's committee for this grant assessed the need at two elementary campuses for intervention in the area of reading due to poor performance on the 2013 STAAR (52% and 53%, respectively). As such, the committee has seen the need to combine the access to iPADs and direct intervention through Pearson's iLIT program. The Technology Lending Program initiative affords At-risk students at both campuses access to a specialized core reading intervention scientifically research-based reading program via application software on iPADs. The lending program would issue the hardware to participants identified as being in need of reading intervention. The program will act as a pilot for future District initiatives in adopting similar programs at other non-participating campuses.

In planning the **Technology Lending Program** Rio Grande City CISD (RGCCISD) conducted a thorough needs assessment, gathering and analyzing data and results relative to student achievement, demographic statistics, staff development surveys, existing instructional programs and materials, and community involvement. The planning committee, consisting of the district assistant superintendent for curriculum and instruction, principals, teachers, parents, and administrative assistant for elementary education, and the director for educational opportunity.

Chosen based on STAAR test scores and demographic informational Grulla Elementary and La Union Elementary schools will be targeted for participation in this program. The campuses' teachers agree that literacy is one of the hardest content areas for achieving student engagement. Parents also consistently report challenges when encouraging their children to practice reading skills at home. Largely due to cuts in textbook funding, the campuses' teachers currently provide additional reading practice to students using improvement in student using photocopied pages from workbooks, both for in-class work and homework. Yet we see little improvement in student achievement since students dread the "drill-and-kill" homework.

Therefore, through the opportunity given through the Technology Lending Program, RGCCISD looks forward at meeting needs at both of these campus on two fronts: the need for technology access by at-risk students, and the immediate need of reading intervention through an new and motivating mode of instruction.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$0	
Schedule #9	Supplies and Materials (6300)	6300	$97680	$0	$97680	
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0	
	Total direct costs:		$0	$0	$97680	
	Percentage% indirect costs (see note):		N/A	$0	$0	
	Grand total of budgeted costs (add all entries in each column):		**$97680**	**$0**	**$97680**	

Administrative Cost Calculation

Enter the total grant amount requested:	$97680
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$14652

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		☐	$
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service:	☐ Yes, this is a subgrant
Describe topic/purpose/service:	

	Contractor's Cost Breakdown of Service to Be Provided	Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services	$
	Contractor's supplies and materials	$
	Contractor's other operating costs	$
	Contractor's capital outlay (allowable for subgrants only)	$
	Total budget:	$0

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 214-901	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
2	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
3	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
4	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
5	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$0

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 214-901	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
6	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
7	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

	Specify topic/purpose/service:		☐ Yes, this is a subgrant
8	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	$
	(Sum of lines a, b, c, and d) Grand total	$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 214-901				Amendment number (for amendments only):		
Expense Item Description						

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				**Grant Amount Budgeted**	
	☐ Print shop fees		☒ Technology-related supplies		$5000	
	☐ Postage		☐ Other:			
	☐ Copy paper		☐ Other:			

	Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6399	1	iPAD	Lending & Prgm Delivery	84	$500	$42000
	2				$	
	3				$	
	4				$	
	5				$	

6399	Technology software—Not capitalized iLIT pkg for 60 + 3 Add on for 5 ea	$50680
6399	Supplies and materials associated with advisory council or committee	$
	Subtotal supplies and materials requiring specific approval:	$97680
	Remaining 6300—Supplies and materials that do not require specific approval:	$
	Grand total:	**$97680**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 214-901	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:	$
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$
6429	Actual losses that could have been covered by permissible insurance	$
6490	Indemnification compensation for loss or damage	$
6490	Advisory council/committee travel or other expenses	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$
Subtotal other operating costs requiring specific approval:		$
Remaining 6400—Other operating costs that do not require specific approval:		$
Grand total:		$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: **504 for two elementary campuses**

Category	Number	Percentage	Category	Percentage
African American	0	N/A	Attendance rate	93%
Hispanic	504	N/A	Annual dropout rate (Gr 9-12)	N/A%
White	0	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	492	97.8%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	484	96.1%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	7	1.3%	Average ACT score (number value, not a percentage)	N/A

Comments

The intervention program, iLIT will be utilized in grades 3-5 at two elementary campuses.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					175	152	177								504
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					175	152	177								504

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Schedule #13—Needs Assessment

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In planning the **Technology Lending Program** Rio Grande City CISD (RGCCISD) conducted a thorough needs assessment, gathering and analyzing data and results relative to student achievement, demographic statistics, staff development surveys, existing instructional programs and materials, and community involvement. The planning committee, consisting of the district assistant superintendent for curriculum and instruction, principals, teachers, parents, and administrative assistant for elementary education, and the director for educational opportunity.

RGCCISD serves an at-risk student population in 14 schools, including 9 elementary, 3 middle, and 2 high schools. Of these schools, 2 elementary schools have been identified as in need of improvement for literacy, RGCCISD recognizes that this achievement trend must be reversed and has drafted this intervention plan in response. Chosen based on STAAR test scores and demographic informational Grulla Elementary and La Union Elementary schools will be targeted for participation in this program (52% in 2013 STAAR reading and 53% in STAAR reading tests respectively

The campuses' teachers concur that literacy is one of the hardest content areas for achieving student engagement. Parents also consistently report challenges when encouraging their children to practice reading skills at home. Largely due to cuts in textbook funding, the campuses' teachers currently provide additional reading practice to students using improvement in student using photocopied pages from workbooks, both for in-class work and homework. Yet we see little improvement in student achievement since students dread the "drill-and-kill" homework. Marc Prensky writes extensively about "digital natives": today's students who are surrounded by a myriad of new technologies. Of this generation, he writes, :Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives." Many teachers, who Prensky labels "Digital Immigrant Instructors," do not speak this technological "language" and are struggling to teach a population that speaks and entirely new language (2001). Of this estimation, RGCCISD agrees with research that claim, " Today's education system faces irrelevance unless we bridge the gap how students live and how they learn" (Partnership for 21st Century Shills, 2003).

RGCCISD recognizes that technology is reshaping the way students learn, and literacy instruction should reflect those changes. Unfortunately, many of our students do not have adequate access to this technology. Researchers have found that at-risk students from low-income families are less likely to have equitable access to technology, both in their homes and schools (Means, 1997). RGCCISD is no different. Located in the third poorest county in the Nation (2010 Census), RGCCISD students are 64.33 At Risk, 99.6 Hispanic, and 58.18 LEP. The two campus demographic make-up is as follows: Grulla Elementary 93.9% At-Risk; 91.2% LEP; and La Union 95.3% At-risk, 91.6% LEP. Our Fall 2013 Hardware Survey indicates that RGCCISD has a student to computer ratio of 1:3, however, many are older computers with an average age of 4 years or older. In addition, each student only spends an average of 150 minutes per week in the computer lab.. Although classrooms are equipped with technology (approximately 3 computers per classroom), our students do not have adequate access to technology and are therefore largely denied the opportunity to benefit from the cost-effective interventions, individualized instruction, formative assessments and best teaching practices available through proven educational technology programs. While the campuses have 10 iPADs each for assessment purposes, as well as those assigned as adaptive technology for some special education students (as per IEP), in order to implement the iLit intervention program (selected for this grant initiative by the grant committee), intervention classrooms need the hardware to lend each student receiving intervention an iPAD for instruction.

While RGCCISD does not have a lending program currently in-place, it does have a Bring Your Own Device program in place with allows students and teachers collaborate in learning experiences using technology that they may already have with District approved Guidelines and Agreement which constitute student and parents' written commitment to and understanding of District guidelines and responsibilities. The Technology Lending Program will adopt similar guidelines and agreements between RGCCISD, parents and students.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Reading instruction based on Scientifically-Based Reading Research and aligned to state standards	*iLit* was designed using the proven instructional model and strong research found in *America's Choice Ramp Up to Literacy* program and has been updated Kelly Gallagher, Sharon Vaughn, et.tal. *iLit* is an intervention program, aligned to TEKS for students reading 2-4 years below grade level with the goal of increasing students' reading ability by up to 2 grades in 1 school year. It nurtures critical thinking abilities through modeling, differentiated instruction, ongoing integrated assessments, and personalized reading and writing support.
2.	Technology-based intervention though the provision of iPADs for implementation of selected reading intervention program	iLit is designed for mobile tablets (iPADs) for individualized study plans, and an e-library of appropriately leveled high-interest books. Our reading intervention classrooms will be outfitted with an iPAD for each participating student.
3.	Provide assessment-driven instruction	The planning committee selected this program to provide teachers instant access to scaffolded teaching support, automatic scoring of student work, and all data needed to drive instruction, allowing teachers more time to focus on students' individual needs and interests, Student reports, drawn from both formal and informal (built-in conferencing) assessments, are quite extensive and are based on skills and reading level. This data will be used to monitor student achievement levels according to state standards. The information from these assessments will help to tailor instruction, monitor student progress, document student growth, and alter small group placement as necessary.
4.	Provide Professional Development	The educational consultants will train faculty members who will be responsible for implementing this project, including a project manager, who will be chosen to oversee all strategies associated with the project. Every teacher will also have access to on-demand embedded professional development. Additionally, every lesson includes professional development tips and best practices for differentiation.
5.	Highly specific Instruction for small group and whole group instruction	*iLit* is built around a 90-minute daily instructional model, which includes independent, whole group, and small group/workshop components, as well as teacher modeling and guided practice. Intervention teachers will utilize the iPADs in instructional practice.

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Schedule #14—Management Plan

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent	Experience as the district's Director for Technology, the current assistant for curriculum and instruction is well-versed in the implementation of all technological needs at the campuses and has been in charge of the management of e-rate funding and technology grant funds in the past.
2.	Director of Educational Opportunities	The current Director for Educational Opportunities is an experienced Grants Administrator and principal, responsible for instructional programs and all aspects of grant programs . With an Ed. D in Curriculum and Instruction, he is certified in Grants Evaluation, Grants Writing, & Grant Review
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Provide iPADs	1.	Order hardware	10/1/2014	10/10/2014
		2.	Develop lending program Guidelines/Agreement	10/1/2014	10/30/2014
		3.	Order iLIT licenses and install	10/1/2014	12/1/2014
		4.	Identify participant students thru data analysis (yrly)	11/1/2014	12/1/2016
		5.	Issue iPADs to students/signed agreements (yrly)	12/15/2014	1/15/2016
2.	Begin Intervention	1.	Begin Intervention program implementation	1/15/2015	5/15/2016
		2.	Collect and analyze data (programmatic & ongoing)	1/15/2015	5/15/2016
		3.	Collect and analyze data (quarterly)	3/30/2015	8/30/2016
		4.	Formulate Progress reports (as required)	10/1/2014	8/31/2016
		5.	Submit requisite TEA reports (as required)	10/1/2014	8/31/2016
3.	Provide Professional Development	1.	Train participating teachers and administrators	12/1/2014	1/15/2015
		2.	Ongoing availability of PD online	12/1/14	8/31/2016
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RGCCISD will collect quantitative data to assess and evaluate the academic progress of students, as well as the participation of all targeted students and faculty involved in the implementation of the Technology Lending Program. Examples of these instruments include but are not limited to academic progress reports (programmatic), STAAR benchmarks (district and internal campus), STAAR performances, attendance, etc. Further, qualitative measures will be also undertaken as action research in order to evaluate efficacy of the availability of technology through the Technology Lending Program. Measures will include parent surveys, student surveys, teacher surveys, personal interviews, and recorded commentary.

Additionally, both quantitative and qualitative instruments will collect data periodically in order to be used as formative data for formative evaluations, and subsequently to be used in adjusting any part of the program as needs arise. Likewise all data will be utilized and analyzed once a year to serve as a summative evaluation to the effectiveness of the Technology Lending Program, the availability of iPADs and the iLIT instructional program components.

Surveys will be administered after all training to measure the quality of the professional development provided. Sign in rosters will be used to account for participants.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program will be used as a pilot program in order to determine the possibility of a District initiative whereby all campuses—elementary, middle, and high—would be afforded similar approaches to needed intervention. RGCCISD would plan for a systematic implementation of a district version of the Technology Lending Program funded through Title I and other appropriate funding measures. RGCCISD is committed to invest its resources in the necessary tools for student achievement. However, the district must be pragmatic in its decision making. As the program indicates academic success, as well as adequate resource availability, RGCCISD will sustain the progress made by further supporting it through use of its limited financial resources.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	iLIT assessments	1.	Diagnosic assessment at the beginning, and middle of the year
		2.	Formative assessments after each unit of instruction
		3.	End of the year diagnostic assessment as summative
2.	Lending program surveys	1.	Parent/student/teacher questionnaires
		2.	Mid-year questionnaires (formative)
		3.	End of year questionnaire (summative)
3.	Academic performance	1.	Benchmarks for STAAR reading (formative)
		2.	STAAR reading exam (summative)
		3.	
4.	Professional Development	1.	Questionnaires prior to training (baseline)
		2.	Questionnaires after training (quality of training)
		3.	Observation checklists (monitoring of instruction)
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Questionnaires (surveys) will be formulated for specific purposes to collect and facilitate the analysis of qualitative data governing the lending program itself and the professional development opportunities. All will be use to track effectiveness formatively, and to provide a basis for summative review and analysis. Quantitative collection of data will be in the form of classroom assessments, diagnostic assessments through iLIT, District benchmarks, campus internal benchmarks, and the STAAR exam, itself. The collection and analysis of this data will also be formative during the course of the program's implementation, with annual summative analysis conducted at each year's end. As formative data may indicate, change in program design or delivery will be addressed and adjustments will be made. This process will be ongoing.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program to be implemented at La Grulla Elementary and La Union Elementary will allow students at these rural schools the accessibility of intervention programs during the course of the services provided. The iLit program serves struggling readers via iPAD application technology, and as such will provide students, who, without access to technology, would otherwise not be able to receive the pedagogically sound intervention for reading skills they need.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 214-901	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the purposes of this grant program, no other purchases have been made for these two campuses.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Rio Grande City CISD's mission and goals are as follows:

We are an educational organization that exemplifies achievement, credibility, and commitment in preparing all students to meet the academic, creative, and social challenges and responsibilities of our society .As an educational organization committed to preparing all students to meet the academic, creative and social challenges and responsibilities of our society,

We will:

- implement a rigorous, integrated, technological and comprehensive curricula from Pre-K to post secondary;

- provide school facilities that are conducive to a safe and orderly learning environment:

- attract, retain, and develop qualified and effective personnel;

- provide and maintain an effective and efficient fiscal management system;

- embrace school/community partnerships.

By focusing on cooperation and communication, delivering quality service, and having high expectations, all students will acquire the marketable job skills and/or post-secondary prerequisites to succeed in our dynamic global society. The Technology Lending Program underscores the first of the District's goals by facilitating the integration of technological curricula in grades 3-5 of two elementary campuses whose data indicate a need for intervention.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both elementary campuses provide wireless service at each campus. Students will be encouraged to use their iPADs during their times on campus, before and after school.

The two campuses selected were selected due to their poor performance on the 2013 STAAR reading portions. The demographics of the campuses are below:

	Total Enrollment	LEP	%	At-Risk	%
La Union	450	412	91.6	429	95.3
Grulla Elem	622	597	91.2	584	93.9
District	10906	6346	58.2	7016	64.3

In order to ensure that all participants have access to an iPAD, students identified At-Risk of not passing the reading portion on STAAR will be selected for participation in the intervention (iLIT) program. As such, each child will be issued an iPAD during his/her participation in the program. Priority is given to all who are struggling and identified to take the intervention class.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 214-901	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RGCCISD's curriculum and instruction, and management system is uniform at all campuses. The Curriculum espouses an alignment of TEKS with varied instructional practices on the Margaret Kilgo timeline. Further, the Lee Canter classroom management system is a District-adopted system and is in place at both elementary schools. iLIT is a Scientifically Research-based approach to a core intervention in reading. Addressing the Texas Essential Knowledge and Skills in every grade-level, it complements the current district curriculum, and enhances it through specific instruction of needed skills and objectives.

By offering this type of explicit instruction in literacy, our students will experience more meaningful learning. To develop a more intentional framework for explicit instruction RGCCISD will use the following guidelines and strategies from the *Doing What Works* website:

Esteemed reading researcher and author, Sharon Vaughn's practices for continuing Response to Intervention (RTI) approach after third grade will also be utilized to develop our reading program. RGCCISD, in existing curriculum and instructional practice espouses RTI in its remedial classes. The practices recommended through Sharon Vaughn's research include the following practices to improve reading across content areas:
Provision of a structured approach to vocabulary. Teachers will provide a structured approach to teaching essential vocabulary every day, including a review of key words and their meaning or opportunities for students to identify words that are difficult to understand.
Encouragement of discussion beyond the text. Content area teachers ask students to work with a partner to summarize what they read, ask students open-ended questions about the text, and provide guiding questions to help students organize their learning and reading.
Creation of organized routines for reading. An important strategy for struggling readers is providing them with organized routines for text reading every day.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As presented before, the Technology Lending Program will provide a core reading intervention program known as iLIT. iLit is program aligned to the Texas Essential Knowledge and Skills, for students reading two to four years below grade level with the goal of increasing students' reading ability by up to two grades in one school year. Using a "workshop approach" that provides highly guided and modeled instruction by teachers before gradually releasing responsibility to students, the program will help our struggling readers demonstrate understanding through performance tasks and build their communication skills as called for by the TEKS. The program integrates all elements of language arts instruction, strengthening students' comprehension and 21st century skills and nurturing their critical thinking abilities through modeling, differentiated instruction, ongoing integrated assessments, and personalized reading and writing support. iLIT will be provided through its use in an intervention class where all its participants will be issued an iPAD with iLITs application.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The planning committee worked with Pearson's service organization to design an ongoing staff development plan to successfully implement the chosen intervention at all targeted schools. The educational consultants will train faculty members who will be responsible for implementing this project, including the Director for Educational Opportunities, who will act as project manager, including training activities. Research informs us that the most important element of staff development is to take into account various learning styles and needs by offering teachers opportunities "to explore, reflect, collaborate with peers, work on authentic learning tasks and engage in hands-on, active learning" (Ringstaff & Kelly, 2002). Considering the fact that teachers' needs vary, the projects professional development will occur in a variety of formats in a manner consistent with the principles of adult learning. Both embedded and on-site professional development opportunities will be provided year-round for teachers. Three layers of support and development include embedded teacher development, program orientation, and in-depth offerings. Every teacher will have access to on-demand embedded professional development at the point-of-use during planning and instructional times through *iLit* teacher interface, Teacher TabLit. Videos include messages from the program authors and model classroom strategies. Additionally, every lesson includes professional development tips and best practices for differentiation, engaging adolescent readers, and other topical suggestions.

Teaching to fidelity is key to efficacy. In order to see the desired results, our teachers will need to understand the research-proven instructional model, be comfortable with the classroom technology, and be able to apply appropriate strategies and classroom management. Teachers and administrators will first receive a half-day orientation session with a certified Curriculum Specialist. In addition to the initial overview, a full-day program follow-up will take place once teachers have starting using the program. In addition, Pearson will offer relevant professional development throughout the year, including Teacher with the iPad and Best Strategies for Engaging Adolescent Readers. This training will be at RGCCISD's expense.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 214-901	Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District provides wireless service at each campus. RGCCISD also provides specific internet access to PowerSchool, its accountability software system, and to District and Campus websites. RGCCISD is not an internet provider, and will not provide internet service as such. However, students are able to access internet on campus at all hours where they can be monitored for Acceptable Use. Students are allowed to take iPADs home for homework and other off-line use..

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 214-901	Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As with all technology, inventory of the hardware will be managed by the librarian. Students will be identified through analysis of reading performance in their classroom, and be targeted for intervention. After parent conferences, and subsequent assignment to the intervention class, students will be issued an iPAD upon parents and student signing the lending agreement. Hardware is issued and inventory identification number and entered into the system prior to the issuance. The librarian will maintain an electronic inventory of the iPADs and will run an inventory check twice a year. At year's end, all hardware will be turned in an a routine maintenance check will be conducted by the District Technology Technicians, afterwhich, they will be stored, charged, and readied for the following school year. Any student leaving the district or transferring campuses will check the iPAD back in to the library, where a receipt will be generated and lending status will be updated.

Schedule #17—Responses to TEA Program Requirements (cont.)	
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County-district number or vendor ID: 214-901	Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As described in the prior section, an electronic inventory of each iPAD will be kept in accordance with local district policy. Semi-annual inventory audits will be conducted by the campus librarian. No extra insurance will be purchased for the hardware. The district's insurance currently covers all hardware lost or stolen.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program Agreement will be modeled on the RGCCISD Bring Your Own Device Guidelines and Agreement. In accordance with the Children's Internet Protection Act, RGCCISD educates staff and students regarding appropriate online behavior. Students borrowing the technology provided by the program will have to adhere to the Student Code of Conduct, as well as Board policies, specifically the Acceptable Use Policy. Agreements will articulate examples of inappropriate use, with special reference to cyber-bullying. Furthermore, consequences will be explained with specific references to appropriate disciplinary action and termination of privileges. Additionally, all agreements will articulate the responsibility and care guidelines for students and for their parents. As required, the Technology Lending Program Agreement will verify that students receiving Internet access to District sites from home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).

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